




English Curriculum Map	
<p>Endeavour Federation Curriculum vision</p> 	<p>At the Endeavour Federation, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all students having the opportunity to study a range of subjects, following bespoke pathways. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum.</p> <p>We believe in all our students and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves.</p>
<p>English vision</p> 	<p>The English curriculum is planned to ensure that students make progress in their learning by developing students' knowledge and encouraging enjoyment in learning. Resources are differentiated and engaging to ensure that all of our students are inspired to learn and to foster an enjoyment of English language and literature.</p> <p>At KS3 we teach half-termly modules that cover the range of reading required in the National Curriculum, using stimulating and accessible prose fiction, non-fiction, poetry and drama materials. Pupils are introduced to gradually more challenging texts through years 7, 8 and 9. Within these modules pupils are taught different styles of writing and learn to match style to purpose. SPAG activities are integrated into the modules. There is a strong focus throughout on improving and extending vocabulary and communication skills. We also recognise that many of our pupils come with gaps in their literacy abilities and we address these by implementing the Fresh Start programme extensively in KS2 and Year 7, and as a targeted intervention in Years 8 and 9. This is so pupils can access the KS3 curriculum.</p> <p>In Year 9 there is a focus in Summer Term on integrating skills that help pupils transition into KS4. We begin the Functional Skills syllabus in this term.</p> <p>We provide our young people with the skills to cope and succeed in the wider world by embedding cultural capital and celebrating diversity through a wide range of texts and resources. Literacy and communication skills are developed throughout the curriculum and assessment is used regularly to ensure English targets are achieved and exceeded.</p>


Careers (CEIAG)	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and Communication
				

	Autumn		Spring		Summer	
Year 7	Fresh Start Literacy programme where appropriate from initial assessment Diaries	Non – Fiction (Dangerous animals unit). Reading and writing Informational texts	Writing unit – Ruin Intro to narrative writing.	Intro to Poetry	Class novel / extracts “How to train your Dragon”	UFOs unit – short story/descriptive writing Intro to genre
Year 8	Short Story Unit – “ Man with a Yellow Face”, “The Hitchhiker”	Non-Fiction – Survival (Biography/argument)	Science Fiction Unit – Ray Bradbury’s “ A Sound of Thunder”	Multi-cultural poetry / Place	Werewolves and Vampires in fiction and non-fiction.	Fraying Tempers : Romeo and Juliet / The Tempest extracts
Year 9	Class novel – Stone Cold	Persuasive Writing	Narrative Writing	Poetry	Macbeth	Transition Unit
Year 10	Paper 1 — ‘Past, Present and Future’ Dystopian fiction/creative writing	Paper 2 –A selection of non-fiction texts including 19 th Century non-fiction.	Paper 1 – “Monkey’s Paw/Flight 715” Analysing language and structure	Paper 2 –– Focus on Persuasive /argument writing.	Paper 1 –A selection of short stories and extracts focused on the theme of ‘Conflict’	Paper 2 Develop responses to unseen texts. Focus on Persuasive /argument writing.
Year 11	Paper 2 –. Studying a range of non-fiction texts based on theme of extremes.	Paper 1 – (Extract from City of the Beasts by Isabel Allende)	Paper 2 – Writers’ Viewpoints and Perspectives. (Bugs / Sharks /Festivals and Fairs)	Paper 1 – Jamaica Inn and Tell Tale Heart Speaking and Listening endorsement	Revision	

SX KS2 Curriculum Planning – English


	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><i>Cycle 1</i> <i>Core Knowledge, Skills and Concepts</i></p> 	<p>Fresh Start Literacy programme where appropriate from initial assessment.</p> <p>Greek Myths and Legends</p> <p>I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.</p> <p>I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.</p> <p>I can predict what might happen in increasingly complex texts by using evidence from the text.</p> <p>I can tell the difference between statements of fact and opinion. I can infer information about the feelings of characters from what I am reading.</p> <p>I can predict what might happen from details stated and implied.</p> <p>I can summarise the main ideas in a text of more than one paragraph. I can tell you how the language, structure and presentation add to the meaning of a text.</p> <p>SPAG Year 1,2,3,4,5, or 6 spelling lists.</p> <p>Weekly work on list from spelling frame focussing on one rule per week, individually targeted by spelling age.</p>	<p>Fresh Start Literacy programme where appropriate from initial assessment.</p> <p>Fantasy Worlds</p> <p>Reading: I can predict what might happen in increasingly complex texts by using evidence from the text</p> <p>Writing: I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood</p> <p>I can draft and write by summarising longer passages.</p> <p>I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.</p> <p>I can draft and write by linking ideas across paragraphs using adverbials of time (later), place (nearby) and number,(secondly) or tense choices e.g. he had seen her before.</p> <p>SPAG Year 1,2,3,4,5, or 6 spelling lists.</p> <p>Weekly work on list from spelling frame focussing on one rule per week, individually targeted by spelling age.</p>	<p>Fresh Start Literacy programme where appropriate from initial assessment.</p> <p>Writing Focus</p> <p>Talk for Writing – Monsters.</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly.</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2.</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2.</p> <p>SPAG Year 1,2,3,4,5, or 6 spelling lists.</p> <p>Weekly work on list from spelling frame focussing on one rule per week, individually targeted by spelling age.</p>	<p>Fresh Start Literacy programme where appropriate from initial assessment.</p> <p>Polar adventures</p> <p>I can tell the difference between statements of fact and opinion.</p> <p>I can find and write down facts and information from nonfiction texts.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others’ writing.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2</p> <p>Explore range of non-fiction writing including biography and autobiography.</p> <p>Predict what might happen in increasingly complex texts by using evidence from the text.</p> <p>I tell the difference between statements of fact and opinion. I can infer information about the feelings of characters from what I am reading.</p> <p>SPAG</p>	<p>Fresh Start Literacy programme where appropriate from initial assessment.</p> <p>Writing Focus – Talk for Writing - Treasure</p> <p>Model text – Adventure at Sandy Cove</p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.</p> <p>Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others’ writing.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix.</p> <p>SPAG Year 1,2,3,4,5, or 6 spelling lists.</p> <p>Weekly work on list from spelling frame focussing on one rule per week, individually targeted by spelling age.</p> <p>Revisit spelling strategies at the point of writing:</p> <p>Endings that sound like /ous/ spelt ‘cious’ or ‘-tious’ (precious, ambitious)</p>	<p>Fresh Start Literacy programme where appropriate from initial assessment.</p> <p>Reading Focus - There’s a boy in the girls bathroom.</p> <p>Responding to character, plot and setting in fiction.</p> <p>Improving fluency in our reading and reading for meaning.</p> <p>improve our inference skills and our predictions skills</p> <p>Adverbials of time, parenthesis, modal verbs.</p> <p>Formal and informal writing (including shifts of formality).</p> <p>Predict what might happen in increasingly complex texts by using evidence from the text.</p> <p>Presentation of work and handwriting</p> <p>SPAG Year 1,2,3,4,5, or 6 spelling lists.</p> <p>Weekly work on list from spelling frame focussing on one rule per week, individually targeted by spelling age.</p> <p>Proofreading</p> <p>Proofreading in smaller chunks – sentences and paragraphs.</p> <p>Learn selected words taught in new knowledge this term.</p> 

				Year 1,2,3,4,5, or 6 spelling lists. Weekly work on list from spelling frame focussing on one rule per week, individually targeted by spelling age.		
	<p>Reading key texts – Tales of Odysseus. Theseus and the Minotaur. Percy Jackson and the Lightning Thief</p> <p>Assessment week 1 and 2</p> <ol style="list-style-type: none"> Literacy Shed differentiated reading materials – Heracles Literacy Shed differentiated reading materials – Theseus Create own Greek hero Narrative writing – create own Greek Myth from “ Greek myth recipe book”. Compare traditional story with modern retelling in Percy Jackson and the Lightning Thief 	<p>Reading: (Higher)Cosmic (Lower Narrative: Mystery Tale - Alien Landing/Status Extinct.)</p> <p>Information Text - The Solar System</p> <ol style="list-style-type: none"> Do Aliens exist – target English. Status Extinct – class reader, short story. Status Extinct – class reader, VIPERS responses. Descriptive writing, create own fantasy world. Assessment 	<p>Week 1 Activity 1: Match the vocabulary to its definition</p> <p>Activity 2: Underlying pattern of information texts.</p> <p>Week 2. Activity 3: Let’s look at the toolkit.</p> <p>Activity 4: Formality!</p> <p>Week 3 Activity 5: Topic sentences</p> <p>Activity 6: New ideas</p> <p>Week 4 Activity 7: Draw your monster</p> <p>Activity 8: Planning</p> <p>Week 5 Activity 9: Talk your plan through</p> <p>Activity 10: It’s time to write your monster report</p> <p>Week 6 Activity 11: Draw a map of your monster’s land</p> <p>Activity 12: Giving feedback</p>	<p>1 – Reading “Shackleton’s Journey” –focus on VIPERS questions</p> <p>2 - Reading “Shackleton’s Journey” –focus on VIPERS questions, Extending writing about characters and events</p> <p>3 – Finish reading “Shackleton’s Journey” using as stimulus for writing a recount.</p> <p>4. Travel writing/writing about place</p> <p>5. Travel writing/writing about place</p>	<p>Reading model text – Adventure at Sandy Cove.</p> <ol style="list-style-type: none"> Activity 1 – Storytelling and mapping Activity 2. Underlying pattern of finding tales. Activity 3: Making a toolkit for suspense Activity 4: Show-not-tell practice Activity 5: Empty words Activity 6: Can you spot effective suspense sentences Activity 7: Short-burst writing. Activity 8: New ideas for your story. Activity 8: Planning Activity 9 : It’s time to write your story Activity 10 :Performing your writing 	<p>Week 1 - Make predictions based on a front cover.</p> <p>Experience and infer the feelings of a character- read Chapter 1</p> <p>Week 2 - Retrieval and inference reading questions. Read Chapter 3 in small groups and answer questions</p> <p>Week 3 – Chapters 4-5 VIPERS</p> <p>Week 4 – Chapters 6-7 VIPERS, diary entries</p> <p>Week 6 - VIPER Summarise how Bradley’s character has changed since Chapter 1, in less than 200 words</p>
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<i>Cycle 2 Core Knowledge, Skills and Concepts</i>	<p>Fresh Start Literacy programme where appropriate from initial assessment.</p> <p>Beowulf</p> <p>Read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.</p> <p>Discuss and compare events, structures, issues, characters</p>	<p>Fresh Start Literacy programme where appropriate from initial assessment.</p> <p>Writing unit – Ruin Intro to narrative writing.</p> <p>Writing</p> <p>Consider reader’s journey through text when extending writing including :</p> <p>Knowledge of tense.</p>	<p>Fresh Start Literacy programme where appropriate from initial assessment.</p> <p>Talk for Writing : Doors: A world of possibility.</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p>Fresh Start Literacy programme where appropriate from initial assessment.</p> <p>Reading Focus – non-fiction.</p> <p>Survival Tales Biographical /autobiographical writing</p> <p>I can tell the difference between statements of fact and opinion.</p>	<p>Fresh Start Literacy programme where appropriate from initial assessment.</p> <p>Talk for Writing - Gadgets/Spies unit.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others’ writing.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and</p>	<p>Fresh Start Literacy programme where appropriate from initial assessment.</p> <p>Reading Focus – The London Eye Mystery</p> <p>Class story. Reading aloud and alone, then working on comprehension and language skills.</p> <p>Responding to character, plot and setting in fiction.</p> <p>Improving fluency in our reading and reading for meaning.</p> <p>improve our inference skills and our predictions skills</p> <p>Adverbials of time, parenthesis, modal verbs.</p>




	<p>and plots of stories, poems and information texts.</p> <p>Predict what might happen in increasingly complex texts by using evidence from the text.</p> <p>I tell the difference between statements of fact and opinion. I can infer information about the feelings of characters from what I am reading.</p> <p>Predict what might happen from details stated and implied.</p> <p>Summarise the main ideas in a text of more than one paragraph. I can tell you how the language, structure and presentation add to the meaning of a text.</p> <p>Key Text – “Beowulf” by Michael Morpugo</p> <p>SPAG Year 1,2,3,4,5, or 6 spelling lists.</p> <p>Weekly work on list from spelling frame focussing on one rule per week, individually targeted by spelling age.</p> 	<p>Knowledge of writer’s viewpoint – first and third person.</p> <p>Understanding of simple, compound and complex sentences, main and subordinate clauses.</p> <p>Developing ability to extend and organise writing using paragraphs</p> <p>Ability to read own work and correct errors</p> <p>Use developing vocabulary for effect./ use figurative language</p> <p>Creating effective plans to aid writing.</p> <p>Experiment with a range of literary and rhetorical devices : Use narrative writing techniques such as “flashback.”</p> <p>Knowledge of key vocabulary /use of literary terminology</p> <p>SPAG Year 1,2,3,4,5, or 6 spelling lists.</p> <p>Weekly work on list from spelling frame focussing on one rule per week, individually targeted by spelling age.</p>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly.</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2.</p> <p>SPAG Year 1,2,3,4,5, or 6 spelling lists. Weekly work on list from spelling frame focussing on one rule per week, individually targeted by spelling age.</p>	<p>I can find and write down facts and information from nonfiction texts.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others’ writing.</p> <p>Explore range of non-fiction writing including biography and autobiography.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2</p> <p>Predict what might happen in increasingly complex texts by using evidence from the text.</p> <p>I tell the difference between statements of fact and opinion. I can infer information about the feelings of characters from what I am reading.</p> <p>SPAG Year 1,2,3,4,5, or 6 spelling lists.</p> <p>Weekly work on list from spelling frame focussing on one rule per week, individually targeted by spelling age.</p>	<p>punctuation to enhance effects and clarify meaning English Appendix 2</p> <p>Understanding of simple, compound and complex sentences, main and subordinate clauses.</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Develop and clarify punctuation including speech punctuation.</p> <p>SPAG Year 1,2,3,4,5, or 6 spelling lists. Weekly work on list from spelling frame focussing on one rule per week, individually targeted by spelling age.</p>	<p>Formal and informal writing (including shifts of formality).</p> <p>Predict what might happen in increasingly complex texts by using evidence from the text.</p> <p>Presentation of work and handwriting. SPAG Year 1,2,3,4,5, or 6 spelling lists.</p> <p>Weekly work on list from spelling frame focussing on one rule per week, individually targeted by spelling age.</p> <p>Proofreading</p> <p>Proofreading in smaller chunks – sentences and paragraphs. Learn selected words taught in new knowledge this term.</p>
<p><i>Weekly Focus</i></p>	<p>Week 1. Learning to identify how meaning is enhanced through the author’s choice of words and phrases.</p> <p>Pupils begin to explore the words and phrases Michael Morpugo uses to create mood and character. They will explore the character of Grendel through this.</p>	<p>1. Use animation as stimulus to describe a setting.</p> <p>2. Describe and develop a character.</p> <p>3. Story structure and sequencing narrative, paragraphing.</p>	<p>Talk for Writing – Doors - the world of possibility.</p> <p>Week 1 : Activity 1: The world we live in. Activity 2: I opened the magical door and saw ...</p> <p>Week 2 : Activity 3: Artistic challenge. Activity 4: Idioms</p>	<p>Week 1 - The Girl Who Fell From The Sky</p> <p>Week 2 - The Friends Who Crossed The Border By Balloon</p> <p>Week 3 - The Men Who Shared A Sandwich On The Seabed</p>	<p>Week 1 - Introduction – Spies Introduction – Persuasive Writing. Model text for persuasion</p> <p>Week 2 - Activity 2: Persuasive games.</p> <p>Week 3 - Activity 3: Underlying pattern of adverts</p>	<p>Week 1 To explore the use of idioms and write literal ‘translations’ of them. Children work in groups to write a literal translation of a selection of idioms as Ted might imagine them.</p> <p>To use drama to explore idiom rich conversations between Mum and Kat. Children work in pairs to act out conversations between Mum and Kat, including several idioms, on a range of</p>

	<p>Week 2. Learning to write a C.V.</p> <p>Children will write Beowulf's CV, thinking about how he would need to convince King Hrothgar to let him slay Grendel.</p> <p>Week 3. Learning to identify the features of a newspaper.</p> <p>Children will use a newspaper article to look at features such as the headline, orientation, main body of text. They will complete differentiated activities to help them to understand the language and features needed.</p> <p>Learning to write a newspaper article</p> <p>Children will write a newspaper article about the killing of Grendel by Beowulf.</p> <p>Week 4. Learning to understand how figurative language is used to create an effect.</p> <p>Children will explore the use of kennings in Beowulf and use this to write their own about Grendel's mother.</p> <p>Week 5. Learning to collect evidence to support an answer.</p> <p>Children will use inference, retrieval and explanation skills to write a longer, more detailed answer about whether or not they feel sympathy for Grendel's mother.</p> <p>Week 6. Learning to identify the features of a biography.</p> <p>Children use biographies to look at the features and structure of this genre in preparation to write their own. They will look at useful sentence openers such as time connectives to help them.</p>	<p>4. Sequencing narrative, us of flashback.</p> <p>5. Tension in narrative</p> <p>6. Pace in narrative, describing action, using powerful verbs and varying sentence lengths</p>	<p>Week 3 : Activity 5: 'The Door' poem.</p> <p>Activity 6: Comprehension Extract from The Snow-Walker's Son.</p> <p>Activity 7: Grammar & Sentence Work</p> <p>Week 4 : Activity 8: Through the eyes of a character.</p> <p>Week 5 : Activity 9: Planning a portal story.</p> <p>Week 6 : Session 10: Writing your own story</p>	<p>Week 4 - The Survivor No One Believed</p> <p>Week 5 - The Miners Who Spent Two Weeks Underground</p> <p>Week 6 - The Final Week</p>	<p>Week 4 -Activity 4: Making a toolkit for persuasion</p> <p>Activity 5: Quotation practice</p> <p>Week 5 - Activity 6: New ideas – designing your own spy gadgets.</p> <p>Week 6 - Activity 7: Planning</p> <p>Activity 8: Time to write your advert/persuasion.</p> <p>Week 7 - Activity 11: Re-read, polish and improve.</p> <p>Extension writing tasks.</p>	<p>subjects. They record their favourite conversation.</p> <p>Week 2 To explore speech punctuation and tone. Children collect examples of punctuation used within speech in the novel and explain this and the tone used with annotations.</p> <p>To write a conversation between characters.</p> <p>Week 3</p> <p>To write a recount in character. Children imagine they are Ted and overheard the conversation from Lesson 4. They write a recount of the conversation as he would perceive it.</p> <p>Week 4: To use drama to explore the events of Chapter 11. Children recreate the scene when Detective Inspector Pearce visits the house for the first time paying particular attention to what she would notice about the family.</p> <p>Week 5 : To write a police report about Chapter 11 Children make notes about each member of the family and their likely involvement in Salim's disappearance based upon the drama work in Lesson 6.</p> <p>Week 6:To plan a retelling of Chapter 11. Children plan and begin to write DI Pearce's diary entry from the night after the family interview.</p> <p>To write a diary entry in character. Children write DI Pearce's diary entry from the night after the family interview. They edit their learning using the SURPRISES method.</p> <p>Week 7: To write a review of the story using the motif of weather. Children write a personal review of the novel but use the theme of weather to inform vocabulary choices.</p>
--	--	---	---	--	--	---








	<p>Week 7. Learning to plan a biography.</p> <p>Children will collect information about Beowulf in preparation to write his biography.</p>					
--	---	--	--	--	--	--

		Term 1		Term 2		Term 3	
	Weeks	7	7	7	5	6	7
Year 7	Core Knowledge/ Skills and Concepts 	Fresh Start Literacy programme where appropriate from initial assessment Diaries	Non – Fiction (Dangerous animals unit).	Writing unit – Ruin Intro to narrative writing.	Intro to Poetry	Class novel / extracts “How to train your Dragon”	UFOs unit – short story/descriptive writing Intro to genre
		Activities assess ability to comprehend, infer and deduce across fiction and non-fiction, and assess ability to organise writing, using information to set initial reading and writing targets.	Developing basic skills of reading for understanding . Making pupils aware of the range of reading skills needed in KS3 and exploring how structure and presentation are important in engaging non-fiction texts Final writing piece : independently create informational text assessed according to key objectives and used to set next term’s writing targets	Unit designed to develop basic writing organisation and sentencing skills and allow more able pupils to extend writing, improve paragraphing and structure of writing.	Building on reading for understanding to read with inference and deduction. Poetic techniques taught are basic and accessible and responses largely opinion based (Year 8 will develop and extend responses).	Building on reading skills developed earlier in year this unit extends reading to full class novel where appropriate. Introduce pupils to responding to characters, plot and setting using some degree and inference and selecting of evidence to justify views (this will be developed to more extended character studies and use of P.E.E. in year 8.)	This unit brings together the skills used in year 7, containing a range of fiction and non-fiction materials and opportunities for extended writing .
	Weekly Focus	1. Introducing yourself – face book profiles. Match box diaries – Inferring from text/planning and rehearsing writing.	1. Reading “ Dangerous animals.” Reading comprehension / information retrieval.	1.Use animation as stimulus to describe a setting.	1.What is poetry ? (New English Gold materials).	1. Ordering a set of instructions “ How to catch your dragon.”	1. Understanding genre.
	2. The journey – active reading. Diary entry.	2. Reading “Personal Injury in the Wild. Presentation in information texts.	2.Describe and develop a character.	2. Alliteration and onomatopoeia poems.	2. Expanding vocabulary, figurative writing in descriptive (create your own dragon).	2.Reading and responding short story “ Status Extinct” –relating to genre.	
	3. Comparative letter/letter to author.	3. Reading “Personal Injury in the Wild. Structure in non-fiction	3. Story structure and sequencing narrative , paragraphing.	3.Performing poetry (S and L focus).	3. Heroes and villains, writing t character studies.	3.Descriptive writing “Alien Worlds” Use of extended noun phrases and figurative language.	






		texts. Use in creating own information texts				
	4. Language structure and choices.	4. Identifying fact and opinion - biographical info on Bear Grylls.	4. Sequencing narrative, us of flashback.	4.Exploring language – Reading and writing own colour and mood poems.	4.Close reading – making inferences about “Seadragonus Maximus.”	4.Research – UFOs materials,finding info and summarising texts to report back to others. S and L focus
	5. Desert Island – building vocabulary, writing in simple/compound/complex sentences.	5. Bear Grylls : Hero or Fake? Identifying and evaluating evidence.	5. Tension in narrative	5.Similes and metaphors in poems - comprehension, explaining opinions and creating own simile poems.	5. Scriptwriting/drama – group drama. S and L focus.	5. Argument writing, “Do Aliens exist ?”
	6. Speaking and listening and writing to explain – choosing equipment to rescue from the plane.	6. Writing focus - Bear Grylls : Hero or Fake ? Extended argument writing evaluating evidence and explaining opinions.Class debate (S and L focus).	6. Pace in narrative, describing action, using powerful verbs and varying sentence lengths.		6. Extending writing, offering opinions , preferences with evidence from novel in book review.	6. Speaking and listening – prepare and take part in debate. S and L focus “ Do Aliens exist ?”
	7. Descriptive writing – the escape. Using the 5 senses. Scaffolded writing of a recount.	7.Producing own non-fiction informational text using features taught in unit.	7. Drafting and proof reading writing			

		Term 1		Term 2		Term 3	
	Weeks	7	7	7	5	6	7
Year 8	Core Knowledge/ Skills and Concepts	Short Story Unit – “ Man with a Yellow Face”, “The Hitchhiker”	Non-Fiction – Survival	Science Fiction Unit – Ray Bradbury’s “A Sound of Thunder”	Multi-cultural poetry / Place 	Werewolves and Vampires in fiction and non-fiction.	Fraying Tempers : Romeo and Juliet / The Tempest extracts 
		identifying features of author’s style, making comparisons between texts.	identifying features of a widening range of non-fiction. Writing in a formal style using given features and using plans to make writing more effective.	Commenting on a widening range of language features used in fiction texts. Writing that matches style to purpose and audience	Understanding cultural context in literature. Develop knowledge of poetic conventions and being able to comment on poet’s language choices and viewpoints.	Using language features encountered in reading in own descriptive, narrative and informational writing.	Speaking and Listening : Performance Using evidence from text to explain opinions.
	Weekly Focus	1. Hitchhiker – analysing opening/setting. Group reading.	1.Reading “Touching the Void” – features of autobiography. Reading skills of Empathy/skimming/scanning/inference	1.Revise/build on knowledge of genre, history of Sci-Fi. Figurative language in opening.” Time reversing simile poems.	1. What is culture? Read information piece on cultural differences	1.Vampires in Fiction – setting in Dracula opening (Use extract of journey to Castle Dracula. Planning effective creative writing – writing start of chapter 2 (base this on Graphic novel version of the same extract).	1. Shakespeare’s world – biography reading and information on the stage and the context of Shakespeare’s drama
		2. Reading on and responding to character. Compare to graphic novel . Use Graphic novel to	2.First person recounts based on “Touching the Void” Use Spidergramme ELKLAN planning	2. Group reading – Use first half of story as stimulus for instructional writing.	2. My culture – “This is the Place” Read and research stories behind	2.Vampires in Fiction – character in Dracula opening. Pre 20 th	2. Feuds and Insults – Opening of Romeo And Juliet, group drama.




	turn into prose-focus on how to integrate dialogue.	tool either write next part of Joe's account or Simon's account.		some of the people and events mentioned.	century – read and respond to first description of Dracula.	
	3. End/Twist – reporter's notebook, writing news report. Focus on use of Standard English.	3.Titanic – KWL chart to elicit prior knowledge/Reading information book and responding to structural and organisational features of information text.	3.Descriptive writing – creating the T-Rex attack , use of powerful verbs/senses. Compare to Ray Bradbury's choices and some pupils use PEE to analyse his use of language	3. Writing a guide to Manchester (for a real life writing focus, target as a helpsheet for e.g. refugees arriving from Ukraine	3. Read Angela Carter short story "the Werewolf" – comprehension questions designed to guide pupils int developing and extending answers. Extension : respond to and magpie language features and use in own writing.	3. Romeo And Juliet – character studies from Act 1 Scene 1.
	4. S and L focus – Features of scriptwriting	4.Reading detective –getting information and making inferences from archived documents.	4.Read to end – scriptwriting and role play.	4. Island Man – Grace Nichols. Active reading/performance (with actions)	4.Non-Fiction vampires – features of news reporting (vampire bat attacks in Brazil). Work on vocabulary.	4. Tempest opening – group drama, compare with R and J.
	5. Group Drama interviewing characters from story	5. Who's to blame – making notes and planning for argument writing.	5.Teach features of travel writing – using real brochure for African Safari (second person/hyperbole/facts) Persuasive writing – creating brochure for Time Safari Inc.	5. Discuss and contrast language used to describe the Island/the City	5.Use of bias in a report – writing headline and article persuading readers to save or cull vampire bats.	5. 4 Juliet / Father key scene – Agony Aunt letters based on scene.
	6. Man with Yellow Face – comprehension skim/scan/higher level inference and sentence structure questions.	6.Writing formal letter using features of argument text.	6.Assessment – Longer question based on extract		6.Read informational non-fiction on Werewolves and use as a model to write information text on vampires.	6. Death of Mercutio – Essay style question – Who's to blame.
	7. Review/comparison of stories – Plan using Venn diagram.	7. S and L focus : Who's to blame – group drama staging the enquiry. Pupils research one character and are put in the hot seat.				7. Assessment week

		Term 1		Term 2		Term 3	
Weeks		7	7	7	5	6	7
Core Knowledge/ Skills and Concepts 	Class novel – Stone Cold  	Persuasive Writing 	Narrative Writing	Poetry  	Macbeth 	Transition Unit	
	<p>Building on short stories studied in year 8, pupils read a more challenging text with authorial techniques such as split narrator/dual perspective. More in depth responses are elicited with detailed reference to the text</p>	<p>In this unit, students will begin to approach writing persuasively and using more sophisticated techniques to get their points across.</p> <p>They will explore misinformation and the dangers of online communications including :</p> <ul style="list-style-type: none"> • CC How to identify mis- and disinformation (e.g. conspiracy theories, clickbait, manipulated media); • Exploring fact versus opinion, including how sensational content can be used to drive user engagement; • The benefits and pitfalls of a ‘personalised web’, including algorithms and filter bubbles; • Understanding unconscious bias and how it influences our worldview; • Analysing ‘us vs them’ narratives, and how 	<p>Choose precise vocabulary and grammar in order to enhance effectiveness of any form of writing.</p> <p>Paragraphs used to lead a reader through fully coherent pieces of writing.</p> <p>Effective use of literary and rhetorical devices to create writing that is original, interesting and has impact on the reader.</p>	<p>In this unit, students will build on prior learning of poetic techniques and begin to explore the theme of power and conflict. They will recognise more sophisticated poetic techniques and begin to explore meanings. Students will also continue to be encouraged to form their own critical opinions and be scaffolded in arguing their perspectives, as well as those of others.</p>	<p>This Macbeth unit builds on Shakespeare learning from year 8 by studying a whole play .It starts with an introduction to Shakespearean context and this will be referred back to regularly. It introduces Shakespeare’s work from a language learning perspective, giving students tools to decode and decipher meaning from the text, leading to the students (to differentiated degrees) being able to begin to translate some passages themselves, with an overall focus on enabling the students to form and give their own critical opinion on the text.</p> <p>It will cover themes of ambition, power, gender, madness and corruption.</p>	<p>Focus is on transitioning to KS4 and introducing skills needed for GCSE Language.</p> <ul style="list-style-type: none"> • The Edge – novel opening (transition to GCSE reading skills) • The assassin (transition to GCSE writing skills, individual writing targets) • “Almost Human” (transition to GCSE reading skills) <p>AO2: comment on and analyse how writers use language and structure to achieve effects and influence readers</p> <p>AO3: Compare writers’ ideas and perspectives, as well as how they are conveyed, across two or more texts</p> <p>AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</p>	

		<p>online echo chambers may widen social divides;</p> <ul style="list-style-type: none"> • Responding effectively to hate speech and forging more inclusive digital communities; • Creating inspiring digital content to champion causes, promote positive messages and support peers. 				
Weekly Focus	1.CC PHSCE on homeless-research and discussion – Call that a home? (Hodder Blue 3) Intro to dual narrators. Reading first 2 chapters and making inferences.	1. Space Tourism – writing to persuade. Examples of persuasive texts and rhetorical features	1. Role play as stimulus for narrative writing. Producing effective plans for story with given plot and structure “The Accident”	1. Poetry Techniques/Knowledge Recap “ What Stephen Lawrence has taught us” Following a point of view, analysing how a poet makes his point.	1.Intro to Shakespeare’s theatre – what is a play ? - interpreting opening scene. Use text to produce description of witches. Scene 2 read and respond to initial impressions of Macbeth and Banquo.	1. Reading opening chapter of “the Edge” Develop responses to character use PEE structure.
	2. Character studies Link and Shelter. Roleplay – Link’s last Christmas at home - scriptwriting and role-play.	2.Space Tourism – writing to persuade. Using persuasive rhetorical features in own writing :writing an advert for Space X or Virgin Galactic	2. Narrative openings. Focus on using senses to make writing descriptive.	2. Further research on Stephen Lawrence case – read Carole Ann Duffy poem “ Stephen” Analyse more complex language.	2.How to respond to character – make outline of Macbeth and Lady Macbeth to begin whole class character study. Read temptation scene and in groups act out modern version.	2. Read chapters 2 and three. Responses to language in chapter 2 and 3.
	3.A night on the streets - reading of chapter – role-play all the discomforts and dangers Link describes - Reading assessment “A night on the streets”	3. Moon Landings – debate and argument writing.	3. Focus on paragraphing. Focus on varying sentencing and powerful verbs in action writing.	3. Stealing Carole Ann Duffy- - respond to poem using PEE structure. Role play hotseating main character and write up as interview in script form.	3.Role play – read graphic version of murder (differentiated version simplified language).	3. Developing writing – The Assassin. Planning effectively.
	4. Role play and PEE crimewatch exercise – Using diary extract to infer and deduce,	4. Fake news/bias in non-fiction” internet hoaxes “Tree Octopus”	4. Author’s craft : flashback and dual perspective.	4. John Agarde/ Grace Nichols.	4. Produce crime report - focus on difference between Macbeth and Lady Macbeth at this point – More able pupils write character studies of both.	4. Developing writing - The Assassin. Planningsentencing/language
	5. Ginger – missing person’s posters based on textual evidence / writing to inform	5. Fake news/bias in non-fiction- President Trump bio.	5. Integrating dialogue-use of graphic novel panels to model how to integrate dialogue into prose narrative.	5. Writing poetry – Haiku. Comparison Skills	5. Banqueting/ghost scene – group drama - S and L focus. Write diary entries for Macbeth and Lady Macbeth.	5. “Almost Human” Inference/language/structure for Paper 1
	6. Extending punctuation and paragraphing - Link’s letter home (based on page 70-71)	6. Mysteries – Mary Celeste, summarising, using evidence, Writing newspaper article based on the mystery	6. Figurative language – improving and drafting writing.		6. Role playing Lady Macbeth and Doctor scene – use to create PEE passage on the change in Lady Macbeth	6. Assessment week
	7.Read final chapters, use clues to predict about Gail character Assessment writing piece- higher written assignment based on effect of book on reader and	7. Debating and presenting -S and L assessed gp debate – each pupil present their own theory and question others..	7. Role-play- features of scriptwriting, turn scene of story into a script for gp performance.			

		what points the author is making/viewpoint.					
		Term 1	Term 2	Term 3			
	Weeks	7	7	7	5	6	7
	Core Knowledge/ Skills and Concepts	Paper 1 – Explorations in Creative Reading and Writing – ‘Past, Present and Future’	Paper 2 – Writers’ Viewpoints and Perspectives. We will study a selection of non-fiction texts exploring perspectives and viewpoints.	Paper 1 – Explorations in Creative Reading and Writing Reading focus “Monkey’s Paw/Flight 715”	Paper 2 – Writers’ Viewpoints and Perspectives. - Focus on Persuasive /argument writing. 	Paper 1 – Explorations in Creative Reading and Writing (A selection of short stories and extracts focused on the theme of ‘Conflict’) Introducing some nineteenth Century fiction  	Paper 2 – Writers’ Viewpoints and Perspectives - Focus on Diversity 
		Writing focus – descriptive writing.	Writing Focus : Speech writing	Writing focus – narrative writing.	Writing focus – persuasive/argument writing	Writing Focus : Descriptive writing	Revise language skills covered in the year to respond to unseen texts in fiction and non-fiction
Year 10	Weekly Focus 	1. Dystopian visions -1984, Hunger games. developing reading responses / analysing how writers create alternative worlds. Respond to setting in Sci-Fi/dystopian fiction (Resources AQA GCSE English language Book 1 Chapter 2).	1. Trapped - work on implicit/explicit /structure and comparing texts (incl.19 th century) using AQA language book 1 (Trapped chapter p.86 - 115.	1.The Present’ - Context, language and structure – Key Text, short story “Flight 715” Read first part/comment on characters. S and L – research and feedback “Titanic” premonition/Lincoln dream	Exploring persuasive techniques in the media – How to spot fake news.	1. Identifying and analysing language techniques – Dulce et Decorum Est , compare with prose diary version of verse 1, pupils write own prose diary version for verses 1 and.	1Analysing writer’s/characters attitudes – Extract from “ A Thousand Shining Suns” and “I am Malala” Use knowledge of text, context and language to write a letter exchange between a character from the ‘future’ describing to Khaled Hosseini explaining how things have changed. Focus on descriptive writing
		2. Dystopian visions -1984, Hunger games, Scarlet Plague. Respond to character in Sci-Fi/dystopian fiction (Resources : Scarlet Plague powerpoint).	2. Prisons – AQA English lang. book 2. Comparing Victorian to modern text. Learn how to structure an answer comparing a linked modern and pre 20 th Century text.	2. The Present’ - Context, language and structure – Key Text, short story “Flight 715” Finish story. Focus on structure question through the short story.	2.Analysing an argument. Model text featuring features of discursive writing	2. Further work on analysing effect of language in extracts from “Birdsong”	2 Approaching unseen fiction texts. looking more closely at a passage from Christopher Ondaatje's 'Journey to the Source of the Nile' and examining the writer's methods. We will look at how to respond to an analysis question

<p>3. Comparison with 19th Century Science Fiction Extracts from "War of the Worlds" and "The Time Machine." Pupils develop ability to understand archaic/unfamiliar vocabular from context. Descriptive writing task based on War of the Worlds.</p>	<p>3 Synthesizing non-fiction text 19th Century/20th Century tasks – Texts comparing and contrasting Victorian prisons and an account of a modern prison experience.</p>	<p>3. The Present' - Context, language and structure – Key Text, short story "Flight 715" Finish story. Focus on structure question through the short story.</p>	<p>3. Writing to Argue – Environment in danger Writing Aliens letter to humans. Use AFOREST and explore counter –argument – Writing Human's reply.</p>	<p>3. Introduction to paper 1 structure question. Understand and identify structural techniques using short extracts from fiction texts.</p>	<p>3 Considering structural choices looking at how to examine structural features. We will establish some key techniques writers use and the subject terminology you will need to help you explain your understanding of the text.</p>
<p>4. The Future' Creative writing – descriptive- describe the world as you see it in 200 years time. Discuss features of dystopias/Utopias Assess – resources AQA writing task 2018).</p>	<p>4. Paper 2 writing focus : Speechwriting – analyse Churchill speech. Focus on rhetorical devices such as repetition/alliteration/going for 3</p>	<p>4.The Past - Key text "The Monkey's Paw" Analyse how character / setting/atmosphere is established in story opening.</p>	<p>4. Writing to Explain – Travel Blog about Manchester. Use "This is the place... as stimulus. Teach features of travel writing.</p>	<p>4. Begin to analyse how structural techniques build tension and create interest for the reader – analyse "The Ghost Road" extract.</p>	<p>4. Approaching unseen non-fiction texts Looking at how to approach unseen non-fiction texts by reading Christopher Ondaatje's 'Journey to the Source of the Nile'. We will be using a strategy to work through the text systematically, tracing what we are told (events) and how the writer feels about them (attitude / thoughts).</p>
<p>5. A Sound of Thunder - Retrieval/Language. Use of AQA exam material to extend and develop analysis of language.</p>	<p>5.Speechwriting – use same rhetorical devices in own writing (mirror Churchill "Fight them on the beaches" speech to write speech about national effort against coronavirus.</p>	<p>5.'The Past' - Context, language and structure-Key text "The Monkey's Paw" Focus on language Analysing " Monkey's Paw" PEE and pathetic fallacy, exploration of Gothic genre.</p>	<p>6. Persuasive writing assessment – exam conditions. Pupils write persuasive article encouraging tourists to visit Manchester</p>	<p>5. Sherlock Holmes/Charles Dickens extracts – place in context/analyse creation of characters/structure of writing/language and vocabulary.</p>	<p>5 . Analysing writer's use of language in non-fiction text. looking more closely at a passage from Christopher Ondaatje's 'Journey to the Source of the Nile' and examining the writer's methods. We will look at how to respond to an analysis question; https://teachers.thenational.academy/ units/language-skills-fiction-reading-52c6</p>
<p>6.The Future' – Sound of Thunder extracts – focus on structure.</p>	<p>6.Understanding different Viewpoints and Perspectives – Churchill Bears article. Analyse text using Paper 2 structure (focus on True/False and summarising).</p>	<p>6. Narrative writing – the Portrait" Focus on varying vocabulary and sentencing.</p>		<p>6. Use knowledge of language and structure to create interest in a piece of creative writing (Assessment Q5 - use image of war aftermath for inspiration)</p>	<p>6. Analysing the writer's use of language in Benjamin Zephania's 'young and Dyslexic? You've got it going on' Using knowledge of language techniques to write a report on overcoming barriers.</p>
<p>7. The Future' – Sound of Thunder extracts – focus on Evaluation question. Develop ability to give opinions and support with evidence.</p>	<p>7.Understanding different Viewpoints and Perspectives – Tim Dowling "Paintballing article" (from AQA materials)– Bill Bryson article, compare and contrast with Dowling. Develop ability to compare writer's viewpoints and how they present them.</p>	<p>7. Narrative writing – the Portrait" Editing/improving paragraphing. Understanding of flashback/foreshadowing.</p>			<p>7. Analysing a writer's use of language in newspaper articles. Examining bias in newspaper articles. Comparing writers' viewpoints and perspectives in two pieces of non-fiction writing.</p>

		Term 1		Term 2		Term 3	
Weeks	7	7	7	5	6	7	
Core Knowledge/ Skills and Concepts 	Paper 2 – Writers’ Viewpoints and Perspectives. Studying a range of non-fiction texts based on theme of extremes.	Paper 1 – Explorations in Creative Reading and Writing (Extract from City of the Beasts by Isabel Allende) 	Paper 2 – Writers’ Viewpoints and Perspectives. (Bugs / Sharks /Festivals and Fairs/Aberfan)	Paper 1 – Explorations in Creative Reading and Writing (Jamaica Inn and Tell Tale Heart) Speaking and Listening endorsement 	Paper 1 – Explorations in Creative Reading and Writing Paper 2 – Writer’s Viewpoints and Perspectives		
	Writing Focus – persuasive/giving a point of view. AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts	Writing Focus – Descriptive Writing AO2: Explain, comment on and analyse how writers use language to achieve effects and influence readers. AO3: Explain, comment on and analyse how writers use structure to achieve effects and influence readers. AO4: Evaluate texts critically and support this with appropriate textual references	Writing focus – discursive texts AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. AO1: identify and interpret explicit and implicit information and ideas. AO2: Explain, comment on and analyse how writers use language to achieve effects and influence readers.	Writing Focus – Narrative writing AO4: Evaluate texts critically and support this with appropriate textual references AO5: Communicate clearly, effectively and imaginatively. AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Revision AO 1-6		
Weekly Focus	1. ‘Inferring from non-fiction texts –Death Zone’/’Climbing Everest - Establish use of PEE structure/summarising question.	1. Analysis of structure and how the writer creates interest. Work on key vocabulary around 1. Language 2. structure, show how author moves from internal world of character to a wider view/use of dialogue etc.	1. Introduction to discursive texts. Summarising arguments/assessing emotive language (key texts Chris Packham articles/Aberfan.	1. Jamaica Inn – Language and structure. Using a specific part of the text, students annotate, identify and analyse the effect of the language used.	1. Paper 1 – Questions 1, 2 and 3 (Retrieval, language and structure) Analyse Birds extract using Going for Grade 5 materials.		
	2. Answering retrieval/language and summarising content questions. Introducing Pre 20th Century “ London Snow”	2. Evaluating a text and supporting with relevant evidence. Use AQA materials on how to respond to an opinion, use for City of the Beasts Q4	2. Analysis of language in modern and 19th Century text. Key texts “ Dickens Flea circus” Gordon Grice “Grasshoppers.”	2. Jamaica Inn –Using the whole text, students will annotate, identify structural features and comment on how the writer builds the text to create interest	2. Paper 1 – Question 4 Evaluation Using John Wyndham extract AQA English Language book 1		
	3. Summarising differences in perspectives and comparing viewpoints. Explicit/implicit/language	3. The Scarlet Plague – Bring together the 4 reading questions.	3. Comparing modern and 19th Century texts – Survival texts /from “External Fences AQA	3. Students will respond to a given statement about the text and will be able to identify and evaluate the writer's methods	3. Paper 1 – Question 5 Narrative/Descriptive Writing Using task linked to John Wyndham extract		

qs using "127 hours" AQA English language book 1.		GCSE English Language Book 1/ Aberfan text.		AQA English Language book 1	
4. Touching the Void – Language and Evaluation -extending responses. Use as stimulus for own descriptive writing. Develop use of language techniques in own writing.	4. Scarlet Plague – link to q 5 Encounter with a dangerous animal. Use "Feral" short film and AQA Book 2 p.70-75 for story openings. Linking planning to paragraphing.	4. Comparing viewpoints and perspectives between different texts - Targeting grade 4/5 workbooks "Sharks" unit. Sharks workbook – emotive language, targeting Grade 4/5 Extension - Pre 20 th Century and modern texts on Sharks. Develop ability to summarise across two texts (Resource – Revise AQA English Language Targeting Grade 5 p.81-97)	4.Narrative and descriptive Writing – Writing workshop booklets, using the grade descriptors and peer marking. Highlight link between narrative and descriptive Using an image as a starting point, students develop their writing skills building on their knowledge of creating character, using structural and language techniques.	4. Paper 2 – Questions 1, 2, and 3 (retrieval, summarising differences and language) Use "Boats" autobiographical/pre 20 th Century.	
5. Touching the Void – Writing to explain/argue Looking at linked writing tasks – "dangerous sports should be banned" Reading exemplars/embedding techniques/planning answer.	5. Descriptive writing workshop. Teach drop/zoom in/shift/zoom out technique.	5. Related non-fiction writing task – assessment – write an argument against the biased opinion piece in the sources booklet "Should Sharks be culled?"	5. S and L presentations. Link with Prince's Trust projects. Final S and L presentations	5. Paper 2 – Question 4 – Comparing Viewpoints and Perspectives .	
6. Assessment – Timed Writing up of writing question.	6. The Storm – Boxing picture/describing a setting/going beyond a picture.	6. Revise all reading objectives from half-term paper 2 – Use "The Psychopath Test" Jon Ronson AQA English Language book 1. Revise writing to present a point of view. Use AQA English Language book 2 p.162-9		6. Paper 2 – Question 5 Revise Writing to present a point of view.	
	7. Feedback and continued recorded assessment for Speaking and Listening endorsement.	7. Mock exam Paper 1 and 2			

